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ABSTRACT

This study investigated the assignments of both male and female student-teacher supervisors to check for equity of assignment, utilizing gender as one of the variables. A task analysis was done using real data from an unidentified university in Indiana. It was determined that the most important considerations for task analysis of the college supervisors' positions were: the number of student teachers assigned to a supervisor, working within one's own specialty area, distance traveled, clustering (the assignment of several student teachers to one building), and the number of required or expected visits to be made by the supervisor. It was found that females enjoy more privileges than males, and that Midwest Community Secondary School Retirees (MCSS), or a combination of these two factors (female and MCSS), appeared to be associated significantly with more assignments within one's specialty area, higher clustering, less travel, and fewer visits. Several recommendations are made for preventing future inequities. In addition to utilizing a task analysis approach, several other possible ideas are stated for reaching parity of assignment. (Author/JD)

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The Assignment of University Student Teacher Supervisors: A Case of Gender Discrimination

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ABSTRACT

This study investigated the assignments of both male and female college student teacher supervisors to check for equity of assignment, utilizing gender as one of the variables. A task analysis was done using real data from an unidentified university in Indiana.

It was determined that the most important considerations for task analysis of the college supervisors' positions were: the number of student teachers assigned to a supervisor, working within one's own specialty area, distance traveled, clustering (the assignment of several student teachers to one building), and the number of required or expected visits to be made by the supervisor. These factors are studied and the results are reported in the study.

After demonstrating on several of the measures that inequity of assignment based on gender for college student teacher supervisors is found, several recommendations are made for preventing future inequities. In addition to utilizing a task analysis approach, several other possible ideas are stated for reaching parity of assignment.

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Preface

The work load of student teacher supervisors, in many universities or college follows a traditional patterns, set long ago. Because of several federal laws enacted to curb various forms of discrimination in the work place it behooves administrators to review patterns of the assignment of male and female supervisors. Such a study might be warranted to avoid a law suit or simply to ensure that assignments are equitable and fair.

This study presents important criteria which can be used to examine the status of student teacher supervisor workloads. These criteria include assignment within one's specialty area, distance traveled, clustering (the assignment of several student teachers in one school building), and the number of required or expected visits. All of these factors should be considered in the task analysis of student teacher supervisors' workloads. A striking imbalance among supervisors in one or more of the elements would signal a need to re-examine assignments, if one wishes to effect equity.

All of these factors were used in an actual study which was made in the spring semester of 1990 at a real university. The name of the university is not identified, and the names of the student teacher supervisors have been changed. Some of the names of schools have been altered also. Data from which conclusions were drawn in the study, are not included also.

It is hoped that the analytical approach used for task analysis in this study will serve as a useful tool to others who wish to make an honest assessment of the workloads of college student teacher supervisors. If some information is omitted which readers may have liked to have included, it should be realized that this was not always possible.

However the application of the task analysis process to a real situation should provide sufficient examples for those wishing to conduct their own analysis.

Introduction

Midwest State University has, for many years, attempted to apply an equity formula or standard to the assignment of academic faculty by stating that 12 credit hours of teaching administrative, research, or other assignments constitute a full teaching load. Because of the 12 credit hour standard, faculty loads can be scrutinized as equal or unequal. Other variables exist, as to the number of students taught, the number of courses within the 12 hour standard, whether the courses were graduate or under-graduate level, etc. Although these variables could not be controlled, the significant variable and most important one was the 12 hour standard because all instructors would be required to meet their classes the same number of hours.

Student teaching assignment for faculty at Midwest State, some say, does not lend itself to such an orderly, manageable, and easily understood standard as the 12 hour standard. A variety of unwritten policies and standards have been applied to faculty who supervise student teachers. One male supervisor with a partial load of student teachers assigned for one quarter, ranged from a school 22 miles east of the university to another one 109 miles north of the university. Servicing 20 or more student teachers was not uncommon for a full load in past years, but with NCATE standards, a limit the maximum number of student teachers assigned to one college supervisor became 18 in recent years at Midwest State.

Methodology for Analyzing Student Teacher Loads

The literature on student teaching practices states that most teacher education programs limit the distance of their student teacher placement to 30 miles from the campus. This is not true at Midwest State.

At this writing, there is no written policy or standard for judging the equity or fairness of student teaching load assignments for faculty that is entirely objective. However, the policy presently being used (see Appendix I) in the last sentence in procedure #5 states: "When assigning student teachers to university supervisors, the Student Teaching Coordinator will make adjustments in such a fashion that both travel time and supervisory time are reasonably equivalent among supervisors." The statement is fine, but how does one judge reasonable equivalency among supervisors in terms of travel time and supervision time? Is it in the eye of the beholder? Clearly, a more objective, numerical index is needed.

This analysis looks at the critical elements which affect equity and the time needed to complete the required visitations, travel time (distance), clustering (the concentration of student teachers in one building or area), working with student teachers in one's area of expertise and multiple student teacher assignments in the same building with different supervisors.

Multiple Student Teacher Assignments

As can be seen in Table 1, there are 16 episodes of assigning more than one university supervisor to the same building or town. This is neither cost effective as judged from transportation reimbursement expenditures, nor from a factor of time conservation for university supervisors. The principal at one school asked why this was done. He remarked that he thought it might be confusing to the teacher as each supervisor

Supervisors	Northview	Storer	Wash Carver	Wapahani HS	Mitchell	Yorktown Elem	Cowan Elem	Southview
				1				
Smith			1	1				
Rhodes					1			
Link		2						
Henson	1	1	2		3	2	1	2
Faust	1	1				4		
Daggett								2
Dalton	2		2	2			2	1
France								
Graham								
Surrat								
Arvin								
Harlan								
Lantz								
Knox								
Smart								
No. of Supervisors	3	3	3	2	2	2	2	3
No. of Student Teachers	4	4	4	3	4	6	3	5

Table 1

MULTIPLE STUDENT TEACHER ASSIGNMENTS IN THE SAME BUILDING (OR TOWN)
SPRING SEMESTER 1990

*Two supervisors sent to the same town

Supervisors	Westview	Wilson M S	Northside HS	Main H S	Riley New Castle	Blue River Valley	Columbus IN
Smith		3					
Rhodes				1			2
Link							
Henson							
Faust	2						
Daggett	1						
Dalton				1		2	
France					1		
Graham					1		
Surrat		1					
Arvin			1	1			
Harlan		2					
Lantz			1	1		1	
Knox							1
Smart				3			
No. of Supervisors	2	3	2	5	2	2	2
No. of Student Teachers	3	6	2	7	2	3	3

Table 1 (continued)

MULTIPLE STUDENT TEACHER ASSIGNMENTS IN THE SAME BUILDING (OR TOWN)
SPRING SEMESTER 1990

*Two supervisors sent to the same town

has his/her own way of working. Main High School shows 7 student teachers being supervised by 5 different supervisors. In Columbus, Indiana, a distance of over 90 miles, two supervisors are sent to supervise 3 student teachers. Other instances can be seen in Table 1.

All data are derived from the Student Teaching Office and are deemed to be an accurate report. A casual study shows that such assignments of supervisors is not cost effective in terms of time, as well as travel or other factors.

Assignment Within One's Specialty Area

This analysis is based on supervisors whose departmental membership is either elementary or secondary. Specialists in music or P.E. who supervise student teachers are not included. A look at Table 2 shows that when analyzed by gender and departmental membership, it can be seen that of the supervisors who work totally with elementary student teachers, six are identified. One hundred percent of these supervisors are females. Of the six supervisors who are assigned to elementary education who supervise both elementary and secondary student teachers, 83 percent are males. Of the four university student teacher supervisors from the secondary education department who supervise only secondary student teachers 75 percent are females and 75 percent are Midwest Community Secondary School retirees. Those from secondary education assigned mixed student teacher supervision (both elementary and secondary) are four males (67%) and two are females (23%).

These findings are interpreted in another section of this presentation.

Table 2

A View of Elementary Only, Secondary Only,
or A Combination Supervisory Assignment for
General University Student Teacher Supervisors
Spring, 1990

Elementary Education Department

Elementary S.T. Only

	SEX	ELEM %
Henson	(F)	100
Graham	(F)	100
France	(F)	100
Ellis	(F)	100
Daggett	(F)	100
Faust	(F)	97

Mixed Assignments

	SEX	ELEM%	SEC %
Smith	(M)	50	50
Rhoades	(M)	66	33
Link	(M)	63	36
Dalton	(M)	82	17
Baker	(M)	71	28
*Rader	(F)	40	60*

*Dr. Rader resides in Marion where most of her student teachers are placed

Secondary Education Department

Secondary S.T. Only

	SEX	SEC%
**Harlan	(F)	100
Lantz	(F)	100
**Peak	(F)	100
**Smart	(M)	100

	SEX	ELEM	SEC%
Dabb	(M)	25	75
Morley	(M)	64	35
Spade	(M)	50	50
Sours	(M)	66	33
Knox	(F)	64	35
**Surrat	(F)	40	60

**Midtown Community Secondary School Retirees

Distance Traveled

Looking at the factor of distance, one must realize that further distances require further time and travel, which simply interpreted means more work and effort. Not only does long distance traveling consume more time, it also takes more energy. A person whose load for student teacher supervision at Midwest State consists of long trips is more at risk for a highway accidents than those with short trips. Since Midwest State does not provide university cars for student teacher supervisors (even though all football coaches and some driver ed instructors have this privilege on a year round basis), it means more wear on one's own personal vehicle. One male supervisor claims that in one semester, he drove nearly 6,000 miles for supervision. Another's mileage during the past (autumn) semester approached 5,000 miles, with most of it accumulated in student teacher supervision. In Table 3, those with the shortest driving distances for the Spring, 1990, semester are shown. It can be seen that 70% of these are female and 30% are male. One should also note that 2 of these people are Midtown Community Secondary School retirees.

Table 3

Spring 1990, Student Teacher Supervisors

with the Least Amount of Travel

Supervisor	Sex	Longest Distance	Miles
Dalton	M	Blue River Valley	19
Daggett	F	Eaton	11
Ellis	F	(lives in Munster) estimate	25
Henson	F	All in Muncie	5
Lantz	F	Tri High School	30 estimate
Peak**	F	Pendleton	28
Rader	F	(lives in Marion) Converse	10
Smart**	M	Anderson	22
Spade	M	Greenwood	20 estimate

** Midtown Community Secondary School retirees

3 males = 30 %

7 females = 70%

Even a cursory examination of the other supervisors' schedules will show that male supervisors travel the long distance assignments and females do not. This is true for this semester, as well as the previous semester, and has existed for a long time.

Contrast this with the Autumn, 1989 schedule of Smith in which he was assigned 18 student teachers with the greatest distance of 95 miles (Delphi). Others included in that load were Logansport (80 miles), Kokomo (57 miles), Tipton (38 miles), Knightstown (38 miles), New Castle (25 miles), plus some local (Sharp School) assignments. Three of the Sharp

student teachers were repeating student teaching for the second time. For the Spring, 1990, Smith's longest trip is to Centerville (48 miles). Note that again his load is 18 student teachers for the spring semester, 1990.

Clustering

Clustering is the concentration of student teachers in one school or area. This important consideration reduces travel time considerably and allows a supervisor to maximize his/her time so that more student teachers can be visited because of the lesser need for travel. Conversely, when student teachers are not concentrated, the supervisor consumes much time in travel, particularly if the travel requirements are great in terms of distances. Hopefully, at this point, the reader can realize that a basic generalization can be made. Less travel and more clustering reduces the job demands of the student teacher supervisor. More travel and less clustering increases the work of the supervisor. Clustering may be judged to be high, medium, or low. Several interpretations are possible, especially, for judging the last two categories. For simplification, the first category will be the one analyzed. This was derived from the analysis of the load schedule of supervisors.

Table 4 shows those supervisors with more concentrations of students in a confined area. These are usually in the same or adjoining school. For example, Spade is not included because of the size of Indianapolis and the necessitated travel. It is evident from this table that of the six supervisors with high clustering, 66 percent are female and 33 percent are male. Three of the six are Midtown Community Secondary School retirees; this is 50% of the total with high clustering.

Table 4

Spring, 1990 Student Teacher Supervisors
with High Clustering of Student Teachers

Supervisor	Sex
Harlan**	F
Lantz	F
Peak**	F
Rader	F
Smart**	M
Sours	M

** Midtown Community Secondary School retirees

Required Visitations

Another important factor concerns the number of required visitations. Students may elect student teaching for 6 weeks, 10 weeks, 13 weeks, or 16 weeks. With a basic requirement of visitation based on an every other week basis (for example, those who elect 16 weeks, must be visited 8 times by the university supervisor), this is an important load determiner.

With the limited information available, one cannot easily determine the amount of credit each supervisor is receiving for student teaching. Some are full time (that is, receiving 12 hours of credit); some are not. However, with the number of required visits for Smith, combined with the amount of travel required of him, no one, male or female has equalled this combination for the 1989-1990 academic year in student teaching. Some partial comparisons are included in Table 5.

Table 5

Required Visitations for Some Full Time Midwest State

Student Teacher Supervisors 1989-1990

Supervisor	Sex	Autumn Visitations	Spring Visitations	Total Visitations
Smith	M	116	109	225
Faust	F	100	114	214
Lantz	F	111	103	214
Henson	F	63	101	164
Dalton	M	Part time	94	
Murray	M	95	100	195
Spade	M	107	101	208
Smart**	M		91	

** Midtown Community School Retiree

Summary and Interpretation

Four important variables which affect performance and ease or difficulty of the student teaching load for a university supervisor have been examined, assignment within one's own specialty area, travel distance, clustering or concentration of student teachers, and the number of required visitations. Is Midwest State University an equal opportunity employer? Based on the data presented, it is not in the area of assignment and load for student teacher supervision. It can be seen clearly that females enjoy much more privilege than males and that Midwest Community Secondary School retirees, or the combination of these two factors (female and MCSS retiree) appear to be associated significantly with more assignment within one's specialty area, higher clustering, less travel, and fewer visits. Equity of assignment based on gender is not a characteristic of the student teacher assignment process. It is also evident that MCSS retirees are given consideration in their assignments that others are not. One can reasonably conclude that sexism and cronyism are alive and well in the patterns of the assignment of personnel to the task of the supervision of student teachers for Midwest State University. To paraphrase Orwell (The Animal Farm), "Everyone is equal; it's just that some are more equal than others."

Actions to Resolve Inequity Problems

Inequity problems in the assignment of college student teacher supervisors are best handled through prevention, so that loads are reasonable when considering the factors of numbers of student teachers, travel distance, clustering, and the amount of required or suggested student teacher visitations by the supervisor. It would appear that a formula could be developed that would consider these critical factors, so

that a mathematical index could be computed. Within a certain range supervisors' loads could be determined to be equitable. Some talented individual could probably develop a computer program, so that the mathematical indices could be easily generated. Once these are computed, adjustments can be made to equalize assignments. This would be done, of course, before the final assignments were given to individual supervisors.

Some other considerations could be made to address the problem of equity. These include the following:

1. Strive towards clustering in the placement of student teachers. Placing several student teachers in one school, in addition to saving supervisor time, has possible benefits for student teachers.
2. If it is necessary to maintain long travel routes for supervising student teachers, then these can be alternated among supervisors so that over a year's time, there is equity of assignment.
3. Another possibility is to assign differential or supplemental pay for long or short drives and let supervisors choose whether they want the long drive with more supplemental pay or the short drive with less supplemental pay. Not only is time a factor on those assignments with long drives, but additional travel time on the road means greater exposure to the possibility of a traffic accident. Insurance companies adjust their auto insurance rates based upon this - so should colleges with student teaching programs.

Achieving equity in the assignment of college student teacher supervisors is long overdue. Some will change because they are forced to

do so; others will change because they feel a moral obligation to do so. Whatever the reason, now may be a good time to re-examine this important area.

APPENDIX

SUMMARY REVIEW OF LOAD ASSIGNMENTS AND PROCEDURES UNDER THE SEMESTER SYSTEM

Procedure #1 Generally, load assignments will not exceed 18 students, except in unavoidable circumstances.

Procedure #2 The number of visits a university supervisor should schedule, and the consequent load assignment, should be determined by the required number of weeks of the courses in which student teachers are enrolled. Listed below are the number of visits required for the various student teaching programs:

Program	# Weeks	# of Visits
K-3	16	9
Elem. Ed. 1-6	10	5
Elem. Ed. 1-6	16	8
Kindergarten	6	4
Early Childhood	16	8
Early Childhood	10	5
Special Education	16	8
Special Education	10	5
Jr. High/M.S.	16	8
Jr. High/M.S.	13	6
Jr. High/M.S.	10	5
Sec./All Grade	16	8
Sec./All Grade	13	6
Sec./All Grade	10	5

Procedure #3 The average number of school visits that a full-time supervisor would be assigned would be 120 per semester. The actual number could range from approximately 100 to 140, depending upon their location from the supervisor's base of operation. Listed below are proportionate average school visit totals for part-time faculty:

Full time = 120	2/3 time = 80+	1/3 time = 40+
3/4 time = 90	1/2 time = 60	1/4 time = 30

Procedure #4 OPLE should request faculty staffing on the basis of an average of 120 visits per one full-time supervisor. In developing the staffing plan for a semester, the Student Teaching Coordinator will determine the required number of visits each student teacher will require according to the length of each student teaching experience. The composite number of visits will be divided by 120 to determine the equivalent staffing needs.

Procedure #5 The Student Teaching Coordinator should adjust the total number of visits (and consequent number of student teachers) to allow for additional driving time on account of distance, or to allow for the economizing of driving time on account of "clustering." A rigid formula to provide for these necessary adjustments was impractical. When assigning student teachers to university supervisors, the Student Teaching Coordinator will make adjustments in such a fashion that both the

travel time and supervisory time are reasonably equivalent among supervisors.

Procedure #6 *The maximum number of school visits expected for a full-time university supervisor should not exceed 144.* This maximum total represents an average of 9 visits per week, and it would apply for a university supervisor who had all locally placed student teachers.